DOCUMENT RESUME

ED 329 395 RC 018 006

TITLE	A Model for Rural Schools To Involve Parents in the Education of Their Children.
INSTITUTION	Conrad Public Schools, MT.; Montana State Univ., Bozeman. Center for Community Education.
SPONS AGENCY	Montana State Dept. of Public Instruction, Helena.
PUB DATE	89
NOTE	58p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Models; *Parent Participation; Parent Role; Parents as Teachers; *Parent School Relationship; *Parent Teacher Cooperation; Rural Education; *Rural Schools; Volunteers

ABSTRACT

A multi-stage process was used to develop a model of parent involvement that could be effectively implemented in rural schools. The stages were: (1) an extensive review of the literature on existing models of parent involvement; (2) identification of a "typical" rural Montana school district--Conrad; (3) training Conrad teachers and parents in one potential model and obtaining their input on specific involvement activities; and (4) synthesizing the literature review and the Conrad experience to develop a flexible model with various options. The final model concentrated on school climate, school-parent communications, parents as collaborators, participative decision-making, outreach to all families, active encouragement by school administrators, and volunteer participation by parents and community. Key parent roles are as communicator, supporter, learner, teacher, and advisor/advocate. Teachers must take the initiative and be willing to reach out to parents. Principals must be willing to support the program and work with both teachers and parents. This report describes actions and activities for parents, teachers, and principals to fulfill their roles in the model, and outlines the first steps in a parent involvement program. Extensive appendices contain questionnaires, checklists, and worksheets for parents and teachers to use for parent-teacher conferences, parent observations of school and classroom, and home visits; homework tips for parents; telephone tips for teachers; suggestions for using volunteers; and additional resources. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329395
RC018006

A Model for Rural Schools to Involve Parents in the Education of their Children

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gloria A. Gregg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

A MODEL FOR RURAL SCHOOLS TO INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

Developed by the Center for Community Education
at Montana State University in Cooperation
with the Conrad Public Schools,
Conrad, Montana

Fall, 1989

Funded in part by a grant from the Office of Public Instruction, Nancy Keenan, State Superintendent and Bob Ruthemeyer, Adult Education Specialist, Helena, MT. 59620. Monies from Section 353 of the Adult Education Act.

ACKNOWLEDGEMENTS

Many people have contributed their time and energy to the development of this model. Bob Kloss, graduate assistant in the Center for Community Education conducted the extensive review of the literature which provided the background information and wrote the preliminary draft based on this information. Harley Ruff, principal with the Conrad Public Schools agreed to have his schools involved and assisted by recruiting two teachers and a group of parents to participate in the training activities. Dr. Jean Norman from the University of South Carolina conducted the training activities which resulted in valuable information being generated which in turn was incorporated into the final model. Funding for developing the model was provided through the Office of Public Instruction at the instigation of Bob Ruthemeyer, Adult Education Specialist. A special thanks goes to all of these individuals for their time, energy and assistance.

Educating today's young people is a challenging and demanding task that requires the concerted efforts of administrators, teachers and parents working together. Parents who have been successful in school and who have acquired a college education themselves often automatically play an active role in supporting their children's success in school. Many other parents want to help, but are sometimes unsure what they can and should do to support their children. Schools cannot afford to leave parent involvement and support to chance. They must make a conscious, carefully planned, systematic, and sustained effort to reach out to <u>all</u> parents. Research shows that when schools do commit the time and resources needed to build a quality home-school partnership program, the payoffs are higher student schievement, happier students, satisfied parents, and more successful teachers. (Thomas C. Boysen, San Diego County Superintendent of Schools, 1988)

TABLE OF CONTENTS

INTRODUCTION 1

PROCESS FOR DEVELOPING MODEL 2

MODEL 4

- WHAT PARENTS CAN DO 5
- WHAT TEACHERS CAN DO 10
- WHAT PRINCIPALS CAN DO 13

HOW TO GET STARTED 16

ADDITIONAL RESOURCES (Also Appendix G) 17

REFERENCES 18

APPENDICES

- PARENT/TEACHER CONFERENCES . . . . . .A
- OPEN-HOUSE/SCHOOL VISITS . . . . . .B
- HOMEWORK C
- TELEPHONE TIPS . . . . . .D
- HOME VISITS . . . . . .E
- WAYS VOLUNTEERS CAN HELP . . . . . .F
- RESOURCES . . . . . .G

INTRODUCTION

Over the past several years, the role of the parent(s) in the education of their children has taken on a heightened status due in part to the school effectiveness movement. Additional impetus has been provided as a result of recent research which demonstrates the positive impact that parent involvement can have on the achievement of children in school.

A number of studies have shown that where parents read to their children for 8-10 minutes a session at least four times per week, the children have a higher reading achievement and develop more positive attitudes toward reading. (Romotowski and Trepanier, 1977; Karnes, Schedel and Steinberg, 1982) The work by Epstein (1984) indicates that there are positive, significant changes in reading achievement from fall to spring in those classrooms where teachers are leaders in terms of involving parents. Additional evidence on the positive aspects of parent involvement comes from Phillips, Smith and Witte (1985) who studied 22 school districts in the greater Milwaukee, Wisconsin, area. Their study found that "parent involvement is associated with high school performance regardless of the income of the families served, the grade level of the school, or the location of the school."

An extensive review of the literature by Becher (1984) lead her to conclude that "there are several key family process

variables, or ways of behaving, that are clearly related to student achievement. Children with high achievement scores have parents with high expectations for them, who respond to and interact with them frequently, and who see themselves as teachers of their children." Becher continues her conclusions by stating that "parent education programs, particularly those training low-income parents to work with their children, are effective in improving how well children use language skills, perform on tests, and behave in school."

To facilitate parent involvement for those children who are participants in Chapter I reading programs, Even Start was enacted into law through the passage of P.L. 100-297. The expressed purpose of Even Start is to improve the educational opportunities for children and their parents by integrating early childhood education with adult education into a unified program which is to be implemented through cooperative projects using existing community education resources. (P.L. 100-297.1016.a.1)

PROCESS OF DEVELOPING MODEL

In order to develop a model of parent involvement that could be effectively implemented in rural schools, a multi-stage process was utilized. The first stage consisted of an extensive review of the literature to examine not only what the research was saying about parent involvement, but to determine and examine various plans and models already in existence. This review provided much

of the background information for the model being proposed for use by rural schools.

The second stage was to identify a fairly typical rural school district in Montana so that an element of reality would be contained in the model. The district selected to work on this stage was the Conrad Public Schools, Conrad, Montana. The district enrollment in 1988-89 was 393 students in two elementary schools; 172 students in the middle school; and a high school enrollment of 238. This particular district has had a community education program for a number of years and has a track record involving parents in the schools and in using the community as a classroom.

The third stage included training Conrad school personnel and parents in terms of one potential model and obtaining the participants' input as to specific parent involvement activities that might be incorporated in a model. Two teachers, the elementary principal who serves both elementary schools and ten parents participated in this stage of the project.

The final stage was to incorporate appropriate information from both the review of literature and the school personnel/parent training workshop into the model. This resulted in the following proposed model for rural schools to involve parents in the education of their children. Particular attention was paid to developing a model which would be flexible and provide a number of options. This was essential so that rural schools, regardless of

size and isolation from larger, more urban areas, could find a viable, cost-effective means to involve parents in the school and assist parents in learning how to become more involved with their children's education.

MODEL

In Beyond the Bake Sale (1986), Henderson, Marburger and Ooms set forth seven basic principles of an effective partnership between the school, the home and the community. These principles are key to developing the model presented on these pages.

1. Every aspect of the school climate is open, helpful, and friendly.

2. Communications with parents (whether about school policies and programs or about their children) are frequent, clear, and two-way.

3. Parents are treated as collaborators in the educational process, with a strong complimentary role to play in their children's school learning and behavior.

4. Parents are encouraged, both formally and informally, to comment on school policies and (on some issues) to share in the decision-making.

5. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available. This includes parents who work outside the home, divorced parents without custody, and families of minority race and language.

6. The principal and other school administrators actively express and promote the philosophy of partnership with all families.

7. The school encourages volunteer participation from parents and the community-at-large.

(p. 27-31)

In order to involve parents in the education of their children, there are three critical players: **PARENTS, TEACHERS AND SCHOOL ADMINISTRATORS.** Each has specific roles to play in order to build an effective partnership between the school, the parent(s) and the community with the end result being increased success of the students.

The model is organized to look at the role of each of the players followed by suggested actions and activities which might be carried out. Where appropriate, specific reference to materials and/or other resources that might be of some assistance are provided. In some instances, the materials are included in the appendices for easy reference.

WHAT PARENTS CAN DO

Parents can play multiple roles when it comes to being involved in the schools which their children attend. There are five key parent roles to be considered: **COMMUNICATOR, SUPPORTER, LEARNER, TEACHER AND ADVISOR/DECISION MAKER/ADVOCATE.**

PARENT AS COMMUNICATOR

This role involves the exchange of information between parent, teacher and school which would help both the school and the family unit to assist the child in learning. **ACTIONS AND ACTIVITIES** for parents in this role include:

1. Visit or telephone the school to talk with teachers and administrators; make this a regular activity as well as at scheduled conference time

2. Visit your child's classroom

3. Be prepared and know what questions to ask at parent/teacher conferences

Parent Aides:

Parent Questions for Teachers
(Appendix A)

Parent Checklist for Conferencing With My Child's Teacher
(Appendix A)

Parent Worksheet to Prepare for Parent-Teacher Conferences
(Appendix A)

4. Let the school know about major changes in the home environment (Examples: serious illness or divorce)

PARENTS AS SUPPORTERS

This role represents basic support which parents provide at home and focuses on areas such as feeding, clothing, and attending to the health and welfare of the child. A second focus in this role includes providing support for school activities such as raising funds, attending open-house or student performances, etc. **ACTIONS AND ACTIVITIES** for parents in this role include:

1. Get a school calendar of events so you will know when activities are scheduled

2. Attend various school events especially those in which you children participate

3. Join the parent/teacher organization if one exists

4. If you are the parent of a child enrolled in a special program such as Chapter I or Special Education, attend parent meetings if scheduled

5. Be a school volunteer
(Appendix F)

PARENTS AS LEARNERS

In this role, parents have a chance to increase their own knowledge about various aspects of the school and if necessary, to increase their own parenting skills. For some parents, this may mean improving their own basic skills so that they feel comfortable assisting their children. **ACTIONS AND ACTIVITIES** which focus on parents as learners include:

1. Participate in parenting workshops

2. Attend presentations and/or workshops on chemical abuse, AIDS, teenage pregnancy, teen-suicide, etc.

3. Find out about other learning opportunities (libraries or museums for example) in your community or area so you can take your children

4. Attend school open houses or back-to-school nights to learn about the school

Parent Aides:

Parent's Guide for Observing the School
(Appendix B)

School Visit Record
(Appendix B)

5. Review and sign your child's report card or other progress reports sent by the school

6. Ask for course/curriculum outlines including when assignments are due and tests are scheduled

7. If necessary, improve your own basic literacy skills (reading, writing, math, etc.) to model their importance and so you can help your children with homework and other home-learning activities

PARENTS AS TEACHERS

This role acknowledges that parents are the child's first teacher and that it is important for schools to foster this role even after the child starts school. There are many actions and activities which parents can do in terms of this role but most focus in the areas of home-learning and becoming a school volunteer. **ACTIONS AND ACTIVITIES** include:

1. Become a school volunteer and share your talents and expertise with other students in the school

2. Listen to your children read or read to your children on a regular basis

3. Help your child with homework

   Parent Aide:

   Homework Tips for Parents
   (Appendix C)

4. Play educational games with you children

5. Be a good model for your children by visiting the library, reading, and letting them know the importance of learning

6. Ask you child's teacher for learning activities you can use at home; get instructions from the teacher for how to use them most effectively

There are many excellent resources to help both parents and teachers in terms of the role of **PARENT AS TEACHER.** Only two of the many are listed:

Parents as Tutors (Vogler and Hutchins)
National Community Education Association
119 N. Payne St.
Alexandria, VA 22314

Communicating with Parents: Home Learning Activities
(Chrispeels, Boruta, Daugherty)
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399

PARENTS AS ADVISORS, DECISION MAKERS AND ADVOCATES

In this role, parents have the opportunity to share with teachers and administrators their views and to influence decisions on issues that affect their children. Opportunities for parent involvement in this role can range from fairly informal to highly organized, systematic opportunities. **ACTIONS AND ACTIVITIES** for parents include:

1. Become a memer of a parent/teacher organization or school advisory group if such groups exist

2. Serve on school curriculum committess

3. If your children are part of special programs (Chapter I, Special Education, Gifted and Talented, etc.), be an active participant in existing support groups; if none exist, be a leader in working with the schools to get one started

4. Attend school board meetings

WHAT TEACHERS CAN DO

Teachers are essential players if parent involvement efforts are to be successful. They are the individuals who usually have the most direct contact with parents and their willingness to work with parents for the purpose of increasing student achievement is critical to the overall success of any parent involvement effort.

To be successful, teachers must recognize that many parents may want to become involved with the school and their children's education but do not know how. For some parents, a lack of confidence in their own basic skills may be a problem or a previous negative experience in school might stand in the way. Whatever the reason, successful parent involvement depends to a large extent on the teacher and his/her willingness to take the **INITIATIVE** and **REACH OUT** to parents.

ACTIONS AND ACTIVITIES for teachers include:

1. Stress the importance of homework and how parents can help

Teacher Aides:

Homework Letter to Parents - Elementary
(Appendix C)

Homework Letter to Parents - Secondary
(Appendix C)

2. Conduct parent conferences that encourage a two-way exchange of ideas; schedule at times when parents can come

Teacher Aides:

Teacher Questions for Parents
(Appendix A)

3. Send a follow-up letter after the conference to reinforce your exchange with the parents

Teacher Aides:

Sample Conference Follow-Up Letter
(Appendix A)

4. Telephone parents or send a note to let them know when a student is having difficulty or when a student has done something particularly well

Teacher Aides:

Tips for Telephoning Parents
(Appendix D)

5. Develop a learning calendar for parents with suggested activities for each day of a particular week or month

6. Provide instructions and materials for simple home-learning activities which parents can do with children at home

7. Conduct home visits with the parents of new students, when a student is having problems or to demonstrate home-learning activities; in isolated areas, a telephone call may be a viable substitute; use a teacher aide or a trained volunteer to help with home visits

Teacher Aide:

How to Prepare for the Home Visit
(Appendix E)

8. Encourage parents and other community members to be school volunteers

Teacher Aides:

76 Ways Volunteers Can Help at the Elementary School Level
30 Ways Volunteers Can Help at the Secondary School Level
Ways Working People Can Help at School
(All in Appendix F)

9. Hold a classroom open-house for parents of your students; maybe part of an all-school activity

10. Encourage the parents to read to their children on a regular basis

Teacher Aides:

Reading with Children (Laminack)
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Laying the Foundation: A Parent-Child Literacy Training Kit
PLAN
1332 G St., SE
Washington, D.C. 20003

Project Rainbow
Travis County Adult Literacy Council
Box 220
Austin, TX 78701

11. Provide parents with a course/curriculum outline so they will know what's expected, when and what assignments are due and grading procedures

WHAT PRINCIPALS CAN DO

As the instructional leader in a school, the principal set the stage for any parent involvement effort. His/her support, encouragement and willingness to work with both teachers and parents is essential. **ACTIONS AND ACTIVITIES** for principals:

1. Publish a school newsletter on a regular basis; send to all parents and other community members

2. Develop a yearly school calendar listing holidays, school activities, when report cards are available, parent/teacher conference dates, teacher in-service days, etc.

3. Organize an all school open-house or a back-to-school night

4. Hold tours of the school building(s) for parents, especially those who have children new to the building; provide parents with a map of the building

5. Develop a school handbook for use by parents, teachers and students

6. Arrange transportation for parents who need it for parent/teacher conferences and school open-house activities

7. Arrange for child-care for parents who need it during parent/teacher conferences and school open-house activities

8. Organize parenting workshops on topics of interest and concern to parents

9. Organize a parent/community member school volunteer program

10. Find ways to help teachers develop home-learning activities for parents; older citizens and participants in Retired Senior Volunteer Programs may be able to help

11. Encourage teachers to make frequent contacts with parents using techniques such as telephone calls, notes home and home-visits

12. Organize a parent/teacher group or school advisory committee; encourage all interested parents to get involved

13. Schedule parent\teacher conferences at times convenient for parents

14. Have a yearly parent and teacher involvement recognition event

15. Establish a program to help parents improve their own basic skills so they will feel more confortable working with their own children

Reading with Children (Laminack)
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Laying the Foundations: A Parent-Child Literacy Training Kit
PLAN
1332 G St., SE
Washington, D.C. 20003

Project Rainbow
Travis County Adult Literacy Council
Box 220
Austin, TX 78701

For information on establishing a full blown adult literacy tutoring program contact:

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214

Center for Community Education
250 Reid, Montana State University
Bozeman, MT 59717

Montana State Library
1515 E. Sixth Ave.
Helena, MT 59620

Office of Public Instruction
Adult Education Specialist
Helena, MT 59620

Laubach Literacy Action
Box 31
Syracuse, NY 13210

16. Keep the Board and Superintendent informed about the school's parent involvement efforts

17. Provide training opportunities for teachers and parents to improve both group's abilities to facilitate effective parent involvement efforts

Principal aides:

Improving Home-School Communications: A Resource Notebook for Staff Development (McAfee)
Appalachia Educational Laboratory
Charleston, West Virginia

A Regional Directory for Training Teachers and Administrators in Parent Involvement Education
(Chavkin and Garza-Lubeck)
Southwest Educational Development Laboratory
211 E. Seventh St.
Austin, TX 78701

Communicating with Parents
(Chrispeels, Boruta and Daugherty)
San Diego Co. Office of Educatio
6401 Linda Vista Road
San Diego, CA 92111

Parent Involvement Training
National Community Education
Association
119 N. Payne St.
Alexandria, VA 22314

HOW TO GET STARTED

> A familiar, open climate is an essential ingredient of an effective school. Constant collaboration between parents and teachers is necessary for children to integrate the separate experiences of home and school. Families provide reinforcement and support that schools cannot operate without; schools provide services and expertise that families must have to function in a modern society. Once this understanding of mutual interdependence is estahlished, real working relationships can develop. (Beyond the Bake Sale, 1986, p. 46)

If a successful partnership is to be developed, three key ingredients must be present:

1. **ATTEMPTS MUST BE MADE TO REACH ALL PARENTS**
2. **TWO-WAY COMMUNICATION MUST EXIST**
3. **LEADERSHIP MUST COME FROM THE SCHOOL**

To successfully implement a parent involvement program which reflects these ingredients, several basic steps are recommended.

> **STEP ONE:** Assign someone the responsibilities of parent coordinator. This could be a full-time, part-time, paid or volunteer position.
>
> **STEP TWO:** Conduct a survey to determine need for and interest in the program (What do parents want?) plus what resources might be available. Telephone surveys and/or focus groups are an inexpensive way to gather information if scarce resources prohibit developing and conducting a more comprehensive survey.

STEP THREE: Clarify roles of parents and school staff. Establish who will have what responsibilities.

STEP FOUR: Develop strategies for actively recruiting parents, even those who might be considered hard-to-reach.

STEP FIVE: Provide training for parents and school staff.

STEP SIX: Establish open lines of communications between all parties.

STEP SEVEN: Provide support services (example: child care) for parents who might need them.

STEP EIGHT: Build in numerous opportunities for evaluation, feedback and program modifications if needed.

ADDITIONAL RESOURCES

There are many resources and organizations which can provide assistance and training in terms of parent involvement. Appendix G contains a listing of organizations and a listing of printed materials which might be of assistance. Neither list is intended to be comprehensive but will provide the reader with a place to begin.

REFERENCES CITED

Becher (1984), Parent Involvement: A Review of Research and Principles of Successful Practice. Washington, D.C., NIE.

Chrispeels, J, Bouta, M. and Daugherty, M. (1988) Communicating with Parents. San Diego, CA: San Diego County Office of Education.

Epstein, J.L. (1984), Effects of Teacher Practices of Parent Involvement, Change in Achievement in Reading and Math. ERIC Document ED 256 863.

Henderson, A.T., Marburger, C.L. and Ooms, T. (1986) Beyond the Bake Sale. Columbia, MD: National Committee for Citizens in Education.

Karnes, M.B., Schwedel, A.M., and Steinburg, D. (1982), Styles of Parenting Among Parents of Young Gifted Children. Urbana, IL: Institute for Child Behavior and Development.

Phillips, Smith and Witte (1985), Parents and Schools. Staff Report to the Study Commission on the Quality of Education in the Metropolitan Milwaukee Schools..

Romotowski, J.A. and Trepanier, M.L. (1977), Examining and Influencing the Home Reading Behaviors of Young Children. ERIC Document ED 226 006.

APPENDIX A

Parent/Teacher Conferences

Forms taken from: Chrispeels, Boruta and Daugherty, Communicating with Parents. San Diego County Office of Education, 1988.

PARENT QUESTIONS FOR TEACHERS

Dear Parents,

We will be meeting soon to talk about your son or daughter's progress and success in school. I am providing you with a list of questions to help you think through what you would most like to know. We won't have time to discuss all these questions at this conference, but circle the ones that are most important to you and let me know which ones they are. Complete and return the tear-off section on page two. Keep the list of questions for your files and bring them to the conference with you.

Sincerely,

_____
Teacher's Name

Classroom Behavior

1. How well does my child get along with you? _____
2. How well does my child get along with other students? _____
3. When my child gets angry, how does he/she express it? _____
4. How does my child solve conflicts with others? _____
   With you? _____
5. Does my child bother other children or disturb the class? _____
6. In what ways does my child contribute positively to the class? _____
   _____
7. What ways do you reward good behavior in your class? _____
   _____
8. What are the consequences for misbehavior? _____

Work Habits

9. How does my child behave when working with a group? _____
   _____
10. How does my child behave when he/she is stuck or can't do his/her work?
    _____
11. How well does my child pay attention in class? _____
12. Do any activities seem to frustrate my child? _____
13. How well does my child stick to a difficult task? _____
14. What activities does my child seem to enjoy most in school? _____
    _____

- continued on next page-

Academic Progress

15. What does my child really do well? _____
16. Does my child recognize this strength? _____
17. In terms of grade level how is my child doing in:
    Reading ___ Writing ___ Math ___ Social Studies ___ Other ___
18. What do you take into account in deciding grades? _____
    _____
19. What does my child need to work on most? _____
20. How can I help? _____
21. In what ways is my child working up to your expectations? _____
    _____
22. In what ways is my child not working up to your expectations? _____
    _____

Homework

23. What kind of homework help do you expect us to provide? _____
    _____
24. How much time should my child be spending on homework? _____
25. How often do you assign homework? _____
26. Does my child complete homework assignments on time? _____
27. What are the consequences for incomplete or late homework? _____
    _____
28. Is homework graded, and are those grades used and reported? _____
    _____

- -

_____ I am looking forward to our conference on _____ (date) at _____ (time).

_____ I am unable to attend at the time you have scheduled for me. The best times for me are _____ (date and time) or _____ (date and time).

The five questions I most need answers to are #_____, _____, _____, _____, and _____.

_____
Parent Signature

PARENT CHECKLIST FOR CONFERENCING WITH MY CHILD'S TEACHER

Before the Conference

_____ Write or call to make or confirm my appointment.

_____ Use the material given to me to prepare for the conference.

_____ Talk with my child about his/her school (discuss successes, achievements, favorite subjects, problem areas, etc.)

_____ Review my child's work which he/she has brought home.

_____ Think about child's level of achievement and my expectations for my child.

_____ On conference worksheet or a piece of paper, note concerns and questions about child's work, classroom or school program.

_____ Share with the teacher, in advance, the most urgent items I need to discuss.

_____ Decide with my child and the teacher if my child is going to be included in the conference.

_____ Find out how much time has been allotted and decide what is most important to discuss in the time available.

_____ Organize someone to babysit or ask the school to provide childcare so that I can be free to concentrate on the conference.

_____ Ask a friend to come if I feel I need help or support.

_____ Ask for a translator, if necessary.

_____ Arrive on time!

At the Conference

_____ Say something positive to the teacher to help us both feel more comfortable.

_____ Decide with the teacher what is most important to talk about.

_____ Refer to my notes and questions so I will not forget any important issues.

PARENT WORKSHEET TO PREPARE FOR PARENT-TEACHER CONFERENCE

Child's Name: _____

Teacher's Name: _____ Room Number: _____

Conference Date: _____ Time: _____

I. Please Complete this section at home before the conference.

A. What I think my child does well at home: _____

_____

_____

B. What I think my child does well at school: _____

_____

_____

C. One problem I would like to discuss with the teacher: _____

_____

_____

D. Questions I would like to ask: _____

_____

_____

_____

_____

II. Action Plan: Ways the teacher and I can work together to help my child. (Complete this section with the teacher at the conference).

A. What the teacher will do at school: _____

_____

_____

B. What I will do at home: _____

_____

_____

C. How we will check our progress (e.g., notes, telephone call, etc.):

_____

_____

_____ Take notes during the conference.

_____ Ask questions and make sure I understand all that the teacher is saying.

_____ If my child is at the conference make sure we listen to him/her.

_____ Summarize what has been said.

_____ Write down a plan of action that says what I and the teacher will do.

_____ Let the teacher know how best to reach me and decide how I will communicate with the teacher (call, notes, future conferences).

_____ Thank the teacher for his/her time and concern.

<u>After the Conference</u>

_____ Share with my child what was discussed at the conference.

_____ Do what I said I would do.

_____ Through a note or telephone call, let the teacher know how things are going.

TEACHER QUESTIONS FOR PARENTS

Dear Parents,

Please take a few minutes to help me get to know your child better by answering these questions. Sharing this information with me will help me prepare for our upcoming conference. All information you share will remain strictly confidential.

ACADEMIC PROGRESS

1. What does your child have to say about his or her progress in school?

   _____

2. In what ways is your child working up to your expectations? _____

   _____

3. In what ways is your child not meeting your expectations? _____

   _____

4. What does your child like most about school? _____

   _____

5. In what one area would you most like to see your child improve this year? _____

6. In your child's opinion, what would make life at school more interesting or enjoyable? _____

   _____

7. What aspects of school work does your child consider most difficult?

   _____

8. What things at school tend to upset your child? _____

   _____

HOMEWORK AND HOME-LEARNING ACTIVITIES

9. How do you feel about the homework your child is expected to do?

   _____

10. How does your child react if you help with homework? _____

    _____

11. How often do you and your child read together? _____

12. What television programs do you and your child watch together?

    _____

    _____

13. What activities do you and your child especially enjoy doing together?

_____

14. How does your child act if you correct a mistake or suggest an area to work on? _____

_____

HOME LIFE AND BEHAVIOR

15. What types of activities take up your child's leisure time? _____

_____

16. What kinds of chores does your child have at home? _____

_____

17. How does your child handle chores you assign? _____

_____

18. What does your child do when upset or angry? _____

_____

19. What observations can you share about your child's relationship with peers? _____

_____

20. How do you encourage good behavior at home? _____

_____

21. How much sleep does your child usually get each night? _____

22. Are there any health, medical, or family concerns which might affect your child's performance in school? _____

_____

Parent Signature _____

Teacher Signature _____

(All responses confidential -- for professional use only)

Questions adapted from Strom, R.D. and Bernard, H.W. 1982. Educational Psychology. Monterey, CA: Brook-Cole Publishers.

SAMPLE CONFERENCE FOLLOW-UP LETTER

November 1, 1986

Dear Mrs. Doe:

Thank you again for your help and your openness yesterday at our conference. As we agreed, I am summarizing our conference, and the things we both agreed to do. Cindy learns quickly and is eager to complete schoolwork correctly. The problem is that she is frequently late to school, and as a result, when she comes in she doesn't know what is going on in the class. She gets frustrated about being out of step with the others and starts to bother other students.

You gave me important additional information about Cindy when you told me that she gets up in the morning in plenty of time to be ready for school and seems to get sufficient sleep. However, she dawdles getting dressed and getting ready. She is easily distracted and begins playing with her toys. This is not unusual for children this age. Together we can help Cindy learn to be on time.

We agreed to the following plan:

1. I will have spelling, one of Cindy's favorite subjects, first in the morning to increase her desire to be there on time.

2. I will verbally praise her for being on time.

3. You will put the kitchen timer in Cindy's room to remind her of how many minutes are left until she must leave the house.

4. You and Cindy will select her clothes the evening before.

5. You will prohibit morning TV and playing until she is dressed, has eaten, and has everything ready for school.

I trust that your practice session going through all the getting-ready-for-school steps was fun for both of you, and that Cindy is enjoying the new plan. I will call you on Thursday at 5:30 p.m. so we can report on how things are going at home and at school.

I'm sure our plan will work, but feel free to let me know about any difficulties.

I enjoyed talking with you and look forward to your continued support.

Sincerely,

Mrs. Teacher

APPENDIX B

Open-House/School Visits

Forms taken from: Chrispeels, Boruta and Daugherty, Communicating with Parents. San Diego County Office of Education, 1988.

PARENT'S GUIDE FOR OBSERVING THE SCHOOL

Observations of the Principal

	Yes	No
1. Do children know the principal and greet him or her by name?		
2. Is the principal's presence in a classroom a natural occurrence or does it disrupt the normal classroom routine?		
3. Does the principal greet all teachers and at least some of the students and parents by name?		
4. Does the principal make you feel welcome? Do he/she and the teachers suggest volunteer work that you could do?		

Observations of the School

	Yes	No
1. Do you see other parents working as volunteers?		
2. Are school hallways decorated with children's work?		
3. Are hallways and bathrooms clean?		
4. Are playground activities well-organized and supervised?		

Observations of the Classroom

	Yes	No
1. Are classrooms decorated with attractive skills-related bulletin boards and samples of students' work?		
2. Do children seem to know and obey classroom rules? Are rules posted?		
3. Is the teacher pleasant and cheerful?		
4. Are children called by name?		
5. Is there a variety of large group, small group, and individual work being done in the classroom?		
6. Is there a place set aside for quiet study?		
7. Are there extra reading books in the classroom for children to browse through and read?		
8. Does the teacher move around the room while teaching?		
9. Are assignments and activities for the day posted on the board?		

SCHOOL VISIT RECORD

Name_____ Date_____

My Child's Name_____ Grade_____

Teacher I Visited_____ School_____

Subject Being Taught_____ Time_____

My Reactions	Agree				Disagree
1. Teacher was interested in children.	1	2	3	4	5
2. Teacher was well prepared.	1	2	3	4	5
3. Children were attentive.	1	2	3	4	5
4. Learning took place.	1	2	3	4	5
5. My child was participating and learning.	1	2	3	4	5
6. I feel I will be able to help my child at home more after my visit.	1	2	3	4	5

I would like to participate more in the school by:
(check all appropriate responses)

___Helping as a school volunteer.

___Joining the parent advisory council.

___Tutoring students. Subject_____.

___Other_____.

Parent's Signature_____

APPENDIX C

Homework

Forms taken from: Chrispeels, Boruta, and Daugherty, Communicating with Parents. San Diego County Office of Education, 1988.

HOMEWORK TIPS FOR PARENTS

HOW CAN I HELP MY CHILD WITH HIS/HER HOMEWORK?

Show that you are interested in what your child is learning in school:

- Look at the assignments that your child is completing
- Examine completed work that your child brings home from school.
- PRAISE YOUR CHILD FOR HIS/HER EFFORTS AND ACCOMPLISHMENTS.
- Display particularly good papers in your home.
- Be tolerant of homework not being done perfectly - your child is learning many new skills that are not perfected yet.

HOW CAN WE AVOID THE "HOMEWORK HASSLES"?

Problem 1: My child says that he/she doesn't have homework, but the teacher says that homework is not being turned in.

★ A note will come home when homework is not assigned.

Problem 2: Occasionally the work my child brings home is too difficult and I am not sure how to teach it to my child.

★ Homework should be material that has been introduced in class. Your child should be familiar with the assignment before it comes home.

★ You are not expected to introduce new material to your child.

★ Write a note on the paper and send it back to school.

Problem 3: I have other things to do, I can't spend 30 minutes to an hour with my child.

★ Fine. Get your child started on his/her homework.

★ Check back in 10-15 minutes to be sure that he/she is still working.

★ When all work is done, check for completion - PRAISE your child for his/her effort.

Problem 4: My child will simply NOT do his/her homework.

★ Please contact your child's teacher so you can discuss a possible plan of action.

Problem 5: What if my child is consistently working longer than the suggested time?

★ Please communicate this concern to your child's teacher so you can discuss possible causes and solutions.

Reprinted with permission from Cuyamaca Elementary Model Education Center

HOMEWORK LETTER TO PARENTS (ELEMENTARY)

Dear Parents,

Students who consistently complete homework in a responsible manner and hand it in on time learn and reinforce essential basic skills; they increase self-confidence and develop a positive lifetime attitude toward learning. We want to provide some practical suggestions for helping your child at home with assignments.

1. Help your child establish a regular routine for doing homework. Provide time and place for study which will include necessary resource materials. The study place should have good lighting and be reasonably quiet and free from distractions.

2. Help your child recognize that homework is to help. Be positive. Encourage and praise your child's efforts.

3. Make suggestions in a positive rather than a punitive manner, i.e., "The teacher will understand your ideas better if your writing is easy to read."

4. Assist students by offering counsel, but make sure they do their own work. If your child does not understand the assignment or a particular problem, help your child write a question he or she can ask the teacher. Often writing a question about what is not understood will help clarify the child's thinking and help your child solve the problem.

5. Communicate with teachers when an assignment is unclear or when your child has problems with an assignment. Don't make homework a family battleground.

6. Help your child obtain and complete make-up assignments when he/she is absent. Call school and ask for assignments.

7. Help with assignments by checking for completion, neatness, accuracy.

Thank you for your help! We hope you will give us ideas about how we can make homework expectations more clear and more consistent.

Sincerely,

Homework Letter to Parents (Secondary)

ENGLISH 7
MRS. BLIVEN
HOMEWORK POLICY

Philosophy

There are several reasons why I feel homework is an important part of my curriculum. Home practice of skills is necessary if a student is to improve. It will be through continual practice that you will progress. At the same time if a student is doing some of this "practicing" at home, as a teacher I am able to concentrate on the revision process in the classroom. I am able to cover more curriculum, and again the outcome is maximum growth for you in English.

General Information

Homework comprises about 40% of the student's grade in my classroom. A student is at a disadvantage if he or she elects not to do the work. Rarely do students fail my class, but more often than not it is due to lack of completing homework assignments.

Homework is given daily in the form of a sentence combining packet. This packet incorporates vocabulary enrichment, spelling, sentence combining and paragraph writing. A packet is issued to each student at the beginning of the week and you will be given assignments from it daily. On Friday spelling and vocabulary tests will be given from the selected words in the packet. If a student loses a packet it is a tremendous disadvantage since so much of the grade depends of the completion of the packet. If is therefore recommended that students keep these packets in their binders. Other assignments may be given to reinforce the daily lesson plan, but the homework for English should not take more than 20 to 35 minutes a day.

Always the daily and often weekly assignments are on the front blackboard. A student is expected to copy these assignments down and complete them on time. Your scholarship grade will be derived from points and letter grades on your homework, quizzes, tests, writings and classroom participation.

Curriculum

The English curriculum that I have developed over the years at Montgomery Junior places a strong emphasis on writing skills, organizational and study skills, vocabulary development, and critical thinking. I have developed an individualized program for the basic skills and incorporate enrichment programs for the high achieving student.

_____ _____

Student signature Parent signature

APPENDIX D

Telephone Tips

TIPS FOR TELEPHONING PARENTS

1. **FOR THE INTRODUCTORY OR GOOD NEWS CALL:**

-Introduce and identify yourself

-Ask if this is a good time to talk for ____ minutes

-Make notes ahead of time about what you want to say

-Start with something positive

-Use plain English...no jargon

-Make sure you know family status before calling; parent's name may be different from the child's

-Keep it short, simple and to the point

-Have a good conclusion...end by encourgaging the parent to call if they have questions

-Use active listening skills during the conversation; try to get parent involved rather than just you talking

2. **FOR THE CALL DEALING WITH A PROBLEM:**

-Don't make this your first call

-Don't try to place blame

-Report objective information; be as specific as possible

-Avoid labels

-Talk about the problem as a shared one

-Make positive suggestions as to what can be done; try to find solutions

-Start off with something pleasant but then get to the point

-Choose your words carefully; make notes ahead of time; avoid jargon

-Call as soon as possible after the problem comes up while parents and the school can do something

-Ask if parents have noticed any problems at home

TIPS FOR TELEPHONING PARENTS CONTINUED:

-Close conversation on a pleasant note if at all possible

-Actively listen for both facts and feelings

-Make a note about when you called and what was discussed; put in student's file

Ideas taken from: McAfee, O. Improving School-Home Communications, A Resource Notebook for Staff Developers. Charleston, West Virginia: Appalachia Educational Lab, October, 1984.

APPENDIX E

Home Visits

Forms taken from: Chrispeels, Boruta, and Daugherty, Communicating with Parents. San Diego County Office of Education, 1988.

HOW TO PREPARE FOR THE HOME VISIT

1. Get information from teachers about the student's classroom performance, daily classroom routines, discipline and homework policies. Make notes and be sure you understand the specifics for each child. Try to find out about any current events that may be affecting families in their communities, e.g., crime.

2. Contact parents, establish rapport (see "Tips"): Explain that you want to give the parents information about:

   a. how his/her child spends time in school and what happens in a typical day in the child's classroom;

   b. what's happening at the school in general;

   c. ideas for helping his/her child at home.

   Be sure to let parents know that you feel your communication with them about these things will help their child do better in school.

3. Set up an appointment time when parents can talk for about 45 minutes, uninterrupted. Be clear about where the meeting will happen, how to get there, whether an interpreter is needed.

<u>Tips to remember when calling to establish rapport:</u>

1. Ask for the person by full name: "May I speak with Mrs. Jane Smith."

2. Introduce yourself and explain your purpose in calling (to share with them some information that can help their child).

3. Open the conversation by briefly telling something about your own family, your background in the community, and your connection to the school.

4. Be positive. The way you communicate your attitude forms a lasting impression.

5. Convey a genuine interest in the person you're calling. Here, interest is the key word, particularly an interest in the children. Express an interest in the future of their children and they will express an interest in your project.

6. Be persistent, in a friendly manner. Don't give up until the person clearly expresses that he/she is not interested in your project.

7. Finally, stop calling when you get tired. It's difficult to be friendly when you're tired.

-Continued on next page-

How to Conduct a Home Visit

1. Reestablish rapport.
2. Go over purposes and dates for upcoming school events--e.g., open house, parent-teacher conference, expected call from teacher, parent workshop, etc.
3. Describe the child's daily routine in the classroom.
4. Go over the discipline policy for the classroom.
5. Go over the homework policy.
6. Discuss ways to help with homework (provide family-friendly homework ideas).
7. Ask the parent if any learning problems have been observed at home or if they have any other specific concerns.
8. Discuss how the parent can get help to solve these problems.
9. Close the meeting.
10. Evaluate yourself after each session.
11. Send a follow-up note or call to reinforce your visit.

Adapted from material presented by Reginald Clark at a workshop to train home visitors in San Diego.

HOME VISITOR'S SELF-EVALUATION CHECKLIST

Family_____ Date_____

1. VISITOR PREPARATION

	Yes	Somewhat	No
a. I knew time and place of scheduled meeting.			
b. Parent knew time and place of scheduled meeting			
c. I was dressed appropriately			
d. I had materials ready for parent			
e. Other:_____			

2. RAPPORT BUILDING

	Yes	Somewhat	No
a. I greeted parent warmly			
b. I held good eye contact			
c. I talked in a relaxed manner			
d. I established rapport before going into content			
e. I reinforced parent with encouraging comments			
f. I made it clear to the parent that I was concerned about child's success.			
g. I explained terms and avoided professional jargon			
h. I avoided criticizing and blaming family members			
i. Other:_____			

3. OBTAINING INFORMATION

	Yes	Somewhat	No
a. I asked questions clearly so that parents understood			
b. I engaged in two-way dialogue			
c. I kept discussion focused			
d. I listened well, and responded to parent concerns			
e. Other:_____			

4. PROVIDING INFORMATION

	Yes	Somewhat	No
a. I gave useful information about the child's curriculum in school			
b. I gave useful information about the child's discipline policy . .			
c. I gave useful information about homework			
d. I gave useful information about what the teacher does to help the child in school			
e. I gave the parents useful information about what they can do at home			
f. I effectively told parent how to get help for problem, and/or how to learn more about child's behavior in the classroom . .			
g. Other:_____			

5. CLOSING THE MEETING AND FOLLOW-UP

	Yes	Somewhat	No
a. I clarified what parent should do next			
b. I thanked parent for time and hospitality			
c. I requested parent's participation at later date, time			
d. I set a date for next visit			
e. I was able to handle unanticipated situations effectively			
f. Other:_____			

Comments:_____

_____

_____

Adapted from materials presented by Reginald Clark at a workshop to train home visitors in San Diego.

APPENDIX F

Ways Volunteers Can Help
Elementary Schools
Secondary Schools
Working Parents

Information taken from: Chavkin, N. and Garza-Lubeck, M. A Regional Directory for Training Teachers and Administrators in Parent Involvement in Education. Austin, TX: Southwest Educational Development Laboratory, 1987.

Little Rock, Arkansas Volunteers in Public Schools

76 Ways Volunteers Can Help at the Elementary School Level

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Tell stories to children.
2. Listen to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in clinic or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English speaking students.
12. Make instructional games.
13. Play instructional games.
14. Play games at recess.
15. Assist with visual tests.
16. Prepare visual materials.
17. Develop programmed materials.
18. Grade papers.
19. Prepare bulletin boards.
20. Help with book fairs.
21. Work with underachievers.
22. Reinforce Dolch words.
23. Help select library books.
24. Assist with field trips.
25. Make props for plays.
26. Set up or run bookstore or book exchange.
27. Gather resource materials.
28. Help children learn to type.
29. Help children with arts and crafts.
30. Help with cooking projects.
31. Check out books from public library.
32. Set up experiments.
33. Take attendance.
34. Collect lunch money.
35. Escort children to bathroom, library, cafeteria.
36. Work on perceptual activities.
37. Make list of library resources.
38. Visit a sick child at home.
39. Work with a handicapped child.
40. Prepare teaching materials.
41. Record grades.
42. Supervise groups taking tests.
43. Discuss careers or hobbies.
44. Show a filmstrip to a group.
45. Help young children with walking on a balance beam, jumping rope or skipping.

46. Reinforce learning of alphabet.

47. Reinforce recognition of numerals.

48. Drill recognition of color words.

49. Talk to children--be a friend.

50. Help children with motor skill problems.

51. Help children learn foreign language.

52. Play a musical instrument.

53. Help students who play instruments.

54. Make puppets.

55. Dramatize a story.

56. Help with handwriting practice.

57. Set up "grocery store" to practice math skills.

58. Drill spelling words.

59. Make reading carrels from boxes.

60. Tell stories
    - o with puppets
    - o with flannelboard

61. Assist with singalongs.

62. Show slides
    - o life in other countries
    - o parts of United States
    - o crafts
    - o games

63. Discuss care and training of pets.

64. Demonstrate different artistic abilities.

65. Discuss life from the point of view of a person with a handicap and the importance of understanding others.

66. Discuss different handicaps.

67. Discuss attitudes, feelings and emotions.

68. Share ethnic backgrounds and experiences.

69. Discuss farm life and farm anima

70. Demonstrate gardening skills.

71. Help prepare assembly programs.

72. Discuss holidays and special occasions.

73. Discuss aspects of safety.

74. Share information about local history.

75. Demonstrate pioneer crafts.
    - o weaving
    - o candlemaking
    - o soapmaking
    - o musical instruments
    - o toys and dolls

76. Assist in preparing courses in
    - o photography
    - o creative dramatics
    - o knitting
    - o square dancing

Little Rock, Arkansas Volunteers in Public Schools

30 Ways Volunteers Can Help at the Secondary School Level

Use these ideas as starters.

1. Volunteers who are native speakers from other countries and people who speak foreign languages fluently can give language students extra practice in conversation or discuss the literature that advanced language students are reading.
2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selections.
3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombings in London during World War II, the Nazi holocaust, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.
4. Volunteers can help students use library sources and assist with research projects.
5. Volunteers can assist teachers in gathering resources for units of study.
6. Volunteer nurses may extend the work of the school nurse--for example, they might help teach cardio-pulmonary resuscitation to health classes.
7. Volunteers can tape record textbooks so that students who have reading problems may listen to cassettes as they read their assignments.
8. Volunteers can prepare tactile materials for visually impaired students--using large print typewriters, Brailling machines, etc.
9. Volunteers can assist in science and math laboratories.
10. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.
11. Volunteers can accompany the school chorus and help build sets for the school play.
12. Volunteers who are artists and performers (such as musicians and dancers) can assist and encourage students who aspire to careers in fine arts.
13. Volunteers can arrange meaningful field trips into the community to augment class learning.
14. Volunteers can share collections, discuss careers, travels, hobbies, and other areas of special knowledge.
15. Volunteers can sponsor school clubs and interest groups.
16. Volunteers can assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.
17. Volunteers can assist the staffs of student publications--yearbook, literary magazine, newspaper.
18. Volunteers can produce a parent-teacher newsletter to inform parents of students and school achievements and activities.
19. Volunteers can assist teachers in academic subject matter areas.
20. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts.
21. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.
22. Volunteers can help students who were absent to make up missed work.
23. Volunteers can supervise students who are taking tests.
24. Volunteers can assist non-English speaking students in expanding their vocabularies and improving conversational skills.
25. Volunteers can share slides and artifacts from other cultures and countries as well as from different sections of the United States.
26. Volunteers might share their own experiences, such as what it's like to be a handicapped person and how the handicap impacts on relationships and career choices.
27. Volunteers can demonstrate a variety of artistic abilities.
28. Volunteers from various ethnic backgrounds might share their individual life experiences.
29. Volunteers can assist in organizing a college fair.
30. Volunteers can assist in organizing a career exploration day or week.

BEST COPY AVAILABLE

Little Rock, Arkansas Volunteers in Public Schools

WAYS WORKING PEOPLE CAN HELP AT SCHOOL

1. **Saturday work parties**, beautifying the school yard, building playground structures, planting shrubs or trees and painting murals.
2. **Saturday field trips.** A greater distance can be covered on a Saturday than on a school day. Adults can share with the children in learning and teaching.
3. **Serve as a resource volunteer** regarding various kinds of jobs (policeman, fireman, baker, truckdriver, etc.) or other areas of specialized knowledge.
4. **Work on a school newsletter** gathering news, editing, typing or stenciling.
5. **Help with a fund-raising project** held on a weekend: car washes, cake sales, bazaars, carnivals, barbecues, flea markets and garage sales.
6. **Take a "business person's lunch"** and play in the yard with youngsters during lunch hour.
7. **Make educational games** at home or during "make and take" sessions - game boards, drill cards and learning centers.
8. **Collect materials** of any type for art project: wallpaper, free materials, paper, wood, old crayons, cloth, etc.
9. **Post a school volunteer recruitment poster** on one's shop or store.
10. **Resource assistance:** contact people who can assist the school program in various ways.
11. **Get released time from employers.** VIPS will attempt to arrange for released time from your place of work.
12. **Take pupils on a tour of working parents' shops or businesses** during the school week or on the weekend.
13. **Write down ideas** regarding art projects or enrichment programs and share them with a school or academic supervisor.
14. **Attend PTA or parent group meetings.** All parents should be encouraged to support these groups.
15. **Help with a potluck dinner.** Each family brings food to reflect their ethnic heritage.
16. **Type:** PTA newsletters, general school notes, proposals, classroom assessment projects, etc.
17. **Take a day off** to show slides or pictures from one's private collection. People often have slides from trips they have taken around the country or world. They can also bring in the souvenirs they brought home.
18. **Repair toys and classroom materials.** Teachers may not have the skills or equipment to do this.
19. **Sew costumes** for role play or shows, pillows for rest time and puppets.
20. **Do woodwork at home.** Build room dividers, learning centers or electric-boards out of scrap wood and cardboard.
21. **Ask friends, relatives or total strangers to volunteer.** All of us can be recruiters of volunteers. How about Grandma or Granddad or your friends at work?
22. **Tutor a child** in an after school/nighttime tutorial center. Check with the school or VIPS office for specific programs and hours.
23. **Make attendance calls.** Phone the parents of students who miss school to make sure they are aware of the child's absence.
24. **Babysit.** Offer to occasionally keep the children of parents who are willing to participate in a special school project or event.
25. **If you still need ideas,** ask a principal, teacher or the VIPS office how you can help after school is out for the day.

Little Rock Volunteers in Public Schools
School/Community Partnership Program

BEST COPY AVAILABLE

APPENDIX G

Additional Resources

ORGANIZATIONS

American Association of School Administrators (AASA)
1801 N. Moore St.
Arlington, VA 22209

Avance Educational Programs for Parents and Children
1226 N.W. 18th
San Antonio, TX 78207

Center for Social Organization of Schools
Johns Hopkins University
3505 N. Charles St.
Baltimore, MD 21218

Home and School Institute
1201 16th St., NW
Washington, D.C. 20036

Institute for Responsive Education
605 Commonwealth Ave.
Boston, MA 02215

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214

Laubach Literacy Action
Box 31
Syracuse, NY 13214

National Coalition for Parent Involvement in Education
119 N. Payne St.
Alexandria, VA 22314

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044

National Community Education Association
119 N. Payne St.
Alexandria, VA 22314

National Congress of Parents and Teachers (PTA)
1201 16th St., NW #619
Washington, D.C. 20036

National Head Start Association
PO Box 39
Lancaster, SC 59720

National School Public Relations Association
1501 Lee Highway Drive
Arlington, VA 22209

National School Volunteer Program
601 Wythe St., Suite 200
Alexandria, VA 22314

RESOURCE MATERIALS

Alabama Department of Education
Parental Involvement Plan (A Plan for Excellence: Alabama's Public Schools
Montgomery, Alabama

Arizona Department of Education
Parent Participation for Effective Schools, Planning for Parent Involvement (A Handbook for Administrators, Teachers and Parents)

Parent Participation for Effective Schools, Parent-Teacher Communication (A Handbook for Teachers and Parents)

Parent Participation for Effective Schools, How to Help Your Child Learn (A Handbook for Parents)

Vocational Education Division
Phoenix, AZ

Beyond the Bake Sale (Henderson, Marburger, Ooms)
National Committee for Citizens in Education
Columbia, MD 21044

Communicating with Parents (Chrispeels, Boruta, and Daugherty)
San Diego County Office of Education
San Diego, CA 92111

Improving School-Home Communications (A Resource Notebook for Staff Developers)
Applachia Educational Laboratory
Charleston, West Virginia

Laying the Foundations: A Parent-Child Literacy Training Kit
PLAN
1331 G St., SE
Washington, D.C. 20003

101 Activities for Building More Effective School-Community Involvement
Home-School Institute
Washington, D.C.

Parent Involvement in Education (A Regional Directory for Training Teachers and Administrators)
Southwest Educational Development Laboratory
Austin, TX 78701

Parents as Tutors
National Community Education Association
119 N. Payne
Alexandria, VA 22314

Partnerships, Connecting School and Community
American Association of School Administrators
1801 N. Moore St.
Arlington, VA 22209

Reaching the Hard-to-Reach Parent
Arizona Department of Education
Phoenix, AZ

Reading with Children
Literacy Volunteers of America
Syracuse, NY 13214

The Evidence Continues to Grow, Parent Involvement Improves Student Achievement
National Committee for Citizens in Education
Columbia, MD